

## Extended-Response Writing Rubric Grades 5–12

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p><b>Does the writing fully accomplish the task (e.g., support an opinion/ argument, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting facts and details that develop the topic?</li> <li>• explore many facets of the topic?</li> </ul>	
Organization	
<p><b>Are the ideas in the writing organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
Style	
<p><b>Does the writing exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
Voice	
<p><b>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• establish and maintain a style appropriate to purpose?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

### SCORE POINT 3

**A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.**

#### Ideas and Content

**Does the writing accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing include relevant ideas? Does it**

- include sufficient information with supporting facts and details that develop the topic? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it**

- establish and maintain a style mostly appropriate to purpose? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

<b>SCORE POINT 2</b>
<b>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b>
<b>Ideas and Content</b>
<p><b>Does the writing minimally accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p><b>Does the writing include some relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting facts and details to develop the topic?</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Is there an attempt to logically organize ideas in the writing? Does the writing</b></p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<b>Style</b>
<p><b>Does the writing exhibit ordinary word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p><b>Does the writing demonstrate adequate writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<b>Voice</b>
<p><b>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate difficulty establishing and maintaining a style appropriate to purpose?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

<b>SCORE POINT 1</b>
<p><b>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</b></p>
<b>Ideas and Content</b>
<p><b>Does the writing only partially accomplish or fail to accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)?</b></p> <ul style="list-style-type: none"> <li>• Writing may attempt a main idea, or the main idea may be difficult to discern.</li> <li>• Does the writing sometimes lose focus or ineffectively establish focus?</li> </ul> <p><b>Does the writing include few relevant ideas?</b></p> <ul style="list-style-type: none"> <li>• Does the writing sample include little information and few or no facts and details to develop the topic?</li> <li>• Writing may explore only one or two facets of the topic.</li> </ul>
<b>Organization</b>
<p><b>Is there a minimal attempt to logically organize ideas in the writing?</b></p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>
<b>Style</b>
<p><b>Does the writing exhibit minimal word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Words may be used incorrectly.)</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p><b>Does the writing demonstrate minimal or less than minimal writing technique?</b></p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some or little fluency?</li> <li>• Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>
<b>Voice</b>
<p><b>Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate inability to establish a style appropriate to purpose?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>